

What are the employee's factors that influence motivation to transfer training outcomes in Libya?

Mahmoud Hassan Altomi¹, Abdul Rahim Zumrah²

¹PHD student (human resource management) in universitaisains Islam Malaysia, Malaysia

²Lecturer (leadership and management) in universitaisains Islam Malaysia, Malaysia

*Corresponding Author

Mahmoud Hassan Altomi

Email: altomi50@yahoo.com

Abstract: Important factors that influence the motivation to transfer in the work place are motivation to learn self-efficacy and job satisfaction. The association between these factors and motivation to transfer have been established by previous studies in western countries. However, there is a lack of related studies in Libya that could extend the understanding of the relationship between these factors and motivation to transfer. This study is conducted to address this gap. Specifically, the purpose of this study is to explore the factors that influence motivation to transfer training outcomes in Libyan public sector organizations. The data for this study has been collected from only one source which is the employees of public sector organization in Libya through a survey. The finding in this study shows that motivation to learn, job satisfaction and self-efficacy have a significant role as predictors of motivation to transfer training outcomes in Libya. The finding clarify that management in public sector organizations in Libya need assure that the employees are well satisfied and they have the capacity and motivation to gain new knowledge and skills from particular training they have attended, in order to maximize the motivation to transfer the recently acquired knowledge and skills. This study extended the discussion and the understanding on the employee's factors that influence the motivation to transfer in public sector organizations in non- western context, specifically Libya, a developing country in North Africa.

Keywords: motivation to learn, self-efficacy, job satisfaction, motivation to transfer, public sector in Libya.

INTRODUCTION

Training is regarded as a strategic human resource management practice, which can benefit the employees (e.g., improve positive job attitudes such as job commitment and job satisfaction), teams (e.g., enhance teamwork) and organisations (e.g. improve organization performance) [1, 2] have defined training as the development of "new knowledge and skills that are expected to be used immediately upon (or within a short time after) arrival or return to the work place" [3]. The need for effective training and retraining in Libya is as critical today as it has ever been. Moreover, many researches were conducted in European nations have documented the influence and the importance of training on organisational performance and work engagement. Training course was considered as a costly investment to any organisations particularly in advanced nations. For instance, annually around \$100 billion has been expended on training costs by organisations in United State of America; while, only about 10 percent has led to positively transfer the training outcomes [4]. However, if organisations are to benefit from their training program investment, they need to make sure that their employees have to use what trainees have acquired in the training session on the job

(known as the transfer of training). Transfer of training is described as the use of acquired knowledge, skills and attitudes from training program on the workplace and keeps them over a particular period of time [5]. This definition expanded the traditional meaning of transfer which only cares the effective learning in training courses. Training Transfer has been described as the generalisation of the knowledge and skills acquired from the training program to the work place and the maintenance of these gained knowledge and skills over time (Baldwin and Ford, 1988). Transfer of training whilst remains a hard and oftentimes frustrating defy for any organisations [6]. For instance, in one previous study conducted by [7] they have reported that just 62% of trainees have applied the recently acquired knowledge, skills and attitudes directly after the training program has been completed. This proportion dropped to 44% after 6 months and kept on to decrease to 34% after only 1 year. One more research of 56 learners showed that the learners' transfer performance dropped down in three weeks after the training program has been completed [8]. Consequently, there was a critical necessity to understand the factors that influence the intention to transfer training outcomes to the work place; a point that has been continuously proposed by

previous studies [9]. Better understanding of the different factors that affect the transfer of training should give rise to opportunities to improve, develop and plan appropriate strategies for organisations to maximize the influence of their investment in training activities. Even though the urgent need for a wider understanding of the transfer of training process [10], recognised that the existing literature on motivation to transfer of training has extremely small value to trainees to maximize positive transfer of training. Previous studies related to transfer of training [10, 13] are perhaps the most effective. Training transfer is the most significant component in the training efficiency criterion that assists the trainees and organisation to get better performance. It has been shown that so little of what trainees have learned in training program is applied at the workplace [3, 12]. This serious problem occurs due to the lack of motivation to transfer the training outcomes among the employees (who participate in training) following the training course. Motivation to transfer refers to the trainee's intention to apply the acquired knowledge and skills from the training course to the work place [11]. Motivation to transfer was defined as most important element in the training transfer process.

Previous research related to motivation to transfer mostly focus on identifying the factors that influence it. It is due to researchers in this area believed an adequate understanding on this issue can provide an essential benefit to the organizations. As a result, there are many employees factors that influence motivation to transfer have been identified by previous studies. These factors can be grouped into one category; the factors that related to trainee (employee) characteristics. Examples of trainee characteristics factors that have influence on motivation to transfer are including motivation to learn [13], self-efficacy [14,15] and job satisfaction [16], this study found that there were influence. The result of study has found those factors were directly related to motivation to transfer training outcomes.

By studying the employees' factors as predictors of motivation to transfer, the study aims to achieve a significant contribution. This study adds to the small number of studies testing the influence of employees' factor on the motivation to transfer. Researcher has noted that studying the employees factors that influence motivation to transfer could strengthen association between employees factors (motivation to learn, self-efficacy and job satisfaction) additionally, the study extends the body of knowledge related to motivation to transfer by examining the influence of motivation to learn, self-efficacy and job satisfaction on the motivation to transfer. Up to date the number of experimental studies that have tested the

influence of employees factors on the attention to transfer recently acquired knowledge and skills still limited. In Particular, in the context of Libyan public sector organizations. Moreover, this study is examining the influence of employees' factor on motivation to transfer in public sector organisations in non-western countries. In addition, previous studies of motivation to transfer have mostly been conducted in the private organizations that based in Western country context [14, 15]. Research related to this issue is still scarce in the context of Public organization in Arabic country, particularly in Libyan context. This study expands the understanding of the influence of the employee's factor on the motivation to transfer in Libyan public sector organizations.

LITERATURE REVIEW

The employees factor that influence motivation to transfer

The influence of employees characteristics were studied for the last 25 years and incorporated in training effectiveness models. Particularly, employees characteristics, such as motivation to learn, self-efficacy and job satisfaction were found to have an influence on motivation to transfer of training. However, other factors were tested as well. For the current study motivation to learn self-efficacy and job satisfaction are the focuses due to all of these factors influence the motivation to transfer of training and former studies have not integrated all of these factors in one training effectiveness models.

Motivation to learn

Noe & Schmitt [13] have described the motivation to learn as a particular intention of a trainee to understand and learn all the training content. Other scholars have defined motivation to learn as the willingness to participate in any training activities, to learn new knowledge and skills and to adopt the training experiment [17,11]. In other words, it is recognized that learners who is not motivated to learn will not be able to get the knowledge and skills from training program.

According to [18] Motivation to learn is related to learning since learning demands mindful and deliberate effort. When learners are not motivated, they commonly do not perform at the level their capability would allow [11]. Has suggested that in the training effectiveness literature that learning and transfer of learning to the work place will happen only when learner has both the capability ("can do") and desire ("will do") to learn and transfer recently acquired knowledge and skills. In addition, he has proposed that measure of motivation to learn includes strength of trainee's enthusiasm for learning and level of insistence when program content is difficult. Large researches

have ensured that a learner's intention before participation in any training course can influence the motivation to transfer [19-22]. It is due to motivation to learn it is predictable that motivation to learn affects the cognitive learning outcome of declarative knowledge. Based on this, researcher hypothesized that:

H1. Motivation to learn is positively related to motivation to transfer

Self-efficacy

Self-efficacy is an employee's faith which they can perform specific tasks and behaviours [23]. Self-efficacy is regarded as a judgment a person makes about his or her capacity to apply a mission that has been given by manager or supervisor [24]. Self-efficacy represents individual's confidence in individual's capacity to perform a job [25]. This factor has been regarded as one of the main determinants of training outcome. According to [26], there was a direct relationship between self-efficacy and the motivation to transfer of training outcomes. Moreover, they have found that "higher self-efficacy contributes to better performance by reinforcing the individual's judgement that better performance is possible through a greater commitment to self-set performance goals" (p. 101). According to [27] have mentioned that self-efficacy could be a key predictor in the outcome of industrial training programs. Furthermore, research has found important correlations between self-efficacy levels and post-training transfer [28]. According to [11], when trainees have confidence in their capabilities, they are increasingly more motivated to transfer recently trained knowledge and skills and, therefore, are capable to transfer the competencies back to the workplace. Moreover, Self-efficacy is viewed to have an impact on employees' motivation to transfer the knowledge and skills acquired in the training. Results from a research by [29] showed that learners with high self-efficacy are more likely to use the tasks that they were trained for and try more intractable and complex missions at the work place. These results supported the researchers conducted by other authors that highlighted the significant role of self-efficacy in training transfer [30, 31]. Based on this, it is hypothesized that:

H2. Self-efficacy is positively related to motivation to transfer

Job satisfaction

Job satisfaction is described as a worker's affective reactions and feeling about their jobs and various parts of their work. It is the extent to which employees like or dislike the jobs they are doing [31-31] has described the job satisfaction as "the feeling that employees have about their job in general" [32] have described job satisfaction as the degree to which

employees like their jobs. Job satisfaction could result in workers behaviour that impact organisational tasking and performance such as high desire to learn and work hard [35]. Moreover [14], have mentioned that satisfied employees were extremely motivated and tied by to fulfilment an appropriate transfer of training to the work place. Other studies have found that satisfied employees have a high intent to engage in particular behaviours that could smooth transfer of learning [26, 36]. According to the above discussion, the present study predicts that job satisfaction will promote motivation to transfer the training outcomes at the work place. Job satisfaction is a significant motivator for trainee's performance and transfer of training and was supported by [37]. Based on this, it is hypothesized that:

H3. Job satisfaction is positively related to motivation to transfer the training outcomes.

Motivation to transfer

Motivation to transfer is dynamic and necessary to the success of transfer of training outcomes at the work place. Motivation to transfer training outcomes is in-depth enthusiasm to use recently acquired knowledge and skills at work [10]. According to [38] Motivation to transfer has been described as the trained employee intention to apply the recently acquired knowledge, skills and attitudes from the training session back to the work place. According to Kirwan & Birchall [42] Motivation to transfer has been suggested as the most critical precondition for the trainees to use training content onto the workplace. This perception has been verified by previous studies who found motivation to transfer as a significant factor that predict the success of transfer of training at the work place [19, 14, 40, 41]. Furthermore, according to [2] learner motivation has appeared as an important contributor to the training transfer [13, 43] have studied motivation to transfer training and found a significant relation between trainees' confidence in successful course completion and the subsequent class success and dropout rate.

On the basis of proposed hypotheses, the study framework is presented in figure 1.

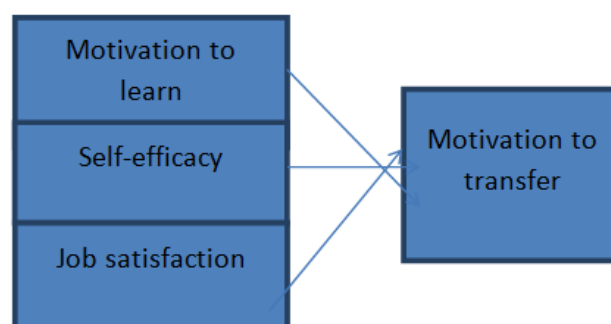


Fig-1: Research framework

METHODOLOGY

Sample

The sample of this study is the employees of Libyan public sector organizations, who have attended the training course (employees orientation) organized by Libyan training centre (Libyan international for training and development) Over a three-months period (January to March 2015), 555 employees, who have been sent by the public organisations in various areas such as banking sector, ministry of economic and ministry higher education, etc, would attend the (employees orientation) course focusing on the knowledge, skills, and behaviours needed to understand and perform the daily functions of their role.

In total 227 completed samples were collected from the employees. The majority of the participants were male. Of the 227 participants, 66.1% were male (n 150), and 33.9% were female (n 77). (46.3%) of the Participants were aged (31-40) (n 105) which is most represented in the result. followed by 939.2% (n 89) participants were aged (20-30). Participants who were aged (41-50) were (n 30) participants which represented 13.2% of participants. And only (n 3) participants were aged (51 and above) which represented (1.3%) of participants. Out of the 227 participants, the majority of participants (n 81) (35.7%) got more than three years work experience, followed by (n 64) participants got three years' work experience (28.2%) of the participants. participants who got two years' work experience were (n 50) which represented (22%) of the participants, and only (n 32) participants got one year work experience (14.1%). Out of 227 participants, the majority of the participants (n 192) were involved in the work as a full time employees which represented (84.6%) of the participants, and only (n 35) participants were involved in the work as part time employees which represented only (15.4%) of the participants.

Procedure

The data for this study was collected from the respondents (public sector employees who attend the orientation training course) through survey. This technique has been chosen for some reasons such as could be created in short time (compared to another methods of data-collection), Ability of gathering the data from a huge number of participants, much of questions can be asked regarding the topic, giving comprehensive flexibility in analyzing data and finally cost effective [44,42].

The questionnaires contained questions relating to all factors that have been mentioned in the model. This survey has been designed in English language and it has been transposed into the Libyan national language. The application of the translated version got better reading for the participants in the

survey and increased the probability that the measurements would operate in this new target culture just as it had in the original culture in which it has been created [45]. In the Libyan context, to administer a questionnaire, the researcher had to meet with the participants at their training site to explain the purpose of the study and establish rapport before the participants would agree to respond to the questionnaire.

Immediately after attending the employee's orientation course, each participant completed a survey to capture his / her reaction to the training event. This portion of the study also included a reminder that participants' identities would be kept confidential. An approval from the management of training centre has been sought before distributing the questionnaire to the target respondents. The questionnaire has been distributed in person. In order to encourage participation from the respondents, researcher briefly explained the purpose of the study. Researcher also made it clear to the participants that participation in the research was voluntary and anonymity. This way was found very beneficial to illustrate any suspicion between participants in the survey and thereafter motivated the participant to be more open and sincere in his/her answers [46]. In addition, researcher explained to the participants how to complete the questionnaire and allowed them to take about 15-20 minutes to complete the questionnaire.

Measures

Motivation to learn

Motivation to learn is measured using ten items which have been developed by [47]. And reported a reliability of .81 for the scale, an example of the items: I am motivated to learn the training material in this workshop.

Self-efficacy

Self-efficacy is measured using eight items, which developed by [48] who reported an alpha of .71. an example of the items: I feel I am overqualified for the job I will be doing. The measurement was used in previous studies [49] and obtained a reliability of 0.77 and [44] which gained a reliability of .84.

Job satisfaction

To measure the variable Job satisfaction three items were selected from scale adapted from the Michigan Organizational Assessment Questionnaire Satisfaction Subscale developed by [50]. Here is one example; All in all I am satisfied with my job. This instrument's scale was used by previous studies, and obtained a high reliability; 0.88 in a study by [51] and 0.85 in a study by [52].

Motivation to transfer

To measure the variable Motivation to transfer researcher has used 4 items were developed by [11] from recommendations for scale development. This measurement has been used by [53] and this measurement has obtained a reliability of .83. An example of the items, Training will increase personal productivity

Data analysis

Correlation matrix, descriptive statistic and cronbach's alphas, Table 1 show the correlation matrix, descriptive statistic and the significant level for the study variables in the framework. The variable means

(M) range from 4.04 to 4.32 while the standard deviation (SD) for the variables ranged from .51 to .81. Table 1 also indicates that all the correlations between the constructs are positive. The value of the correlations ranged between .234 and .546. Motivation to learn demonstrated a significant positive correlation with motivation to transfer (0.429, $p < .001$). Self-efficacy demonstrated a statistically significant positive correlation with motivation to transfer (0.431, $p < .001$) and job satisfaction demonstrated a statistically significant positive correlation with motivation to transfer as well (0.449, $p < .001$). All the correlations shown in the table were less than 0.90, according to [55] suggesting lower likelihood of multi colinearity.

Table 1: means standard deviation and correlation matrix

Variable	M	SD	MTL	SE	JS	MTT
MTL	4.07	.52	1	.367**	.546**	.429**
SE	4.06	.51	.367**	1	.234**	.431**
JS	4.04	.81	.546**	.234**	1	.449**
MTT	4.32	.56	.429**	.431**	.449**	1

M = mean, SD =standard deviation, MTL = motivation to learn; SE = self-efficacy; JS =job satisfaction; MTT = motivation to transfer.

Table-2: pilot items results

Variable	Alpha	Number of items
Motivation to learn	.706	5
Self-efficacy	.762	7
Job satisfaction	.736	2
Motivation to transfer	.726	4

Hypotheses testing

Regression analysis has been conducted to test hypotheses. Moreover, linear regression has been done to check which the variables are significantly contributing to the equation. The most important tables from the outputs are the model summary and ANOVA

tables. It shows the standardized beta coefficients that are interpreted similarly to correlation coefficients or factors weights. The sig opposite all the independent variables indicate whether the variable is significantly contributing to the equation for the depended variable.

Table-3: Results of the regression analysis for the employees' factors

Hypotheses	R	SIG
Motivation to learn	.429	.000
Motivation to transfer		
Self-efficacy	.431	.000
Motivation to transfer		
Job satisfaction	.449	.000
Motivation to transfer		

Hypotheses

H1 motivation to learn is positively related to motivation to transfer. Table III shows that motivation to learn is positively related to motivation to transfer ($R = .429$, $P < .005$) Based on these two results H1 was supported. In other words, motivation to learn has a positive and significant influence on the motivation to transfer of training.

H2 self-efficacy is positively related to motivation to transfer. As shown in table 3 self-efficacy was positively related to motivation to transfer ($R = .431$, $P < .005$) Based on these two results H2 was supported. In other words, self-efficacy has a positive and significant influence on the motivation to transfer of training.

H3 stated that job satisfaction is positively related to motivation to transfer. The results in table 3

indicate that job satisfaction was positively related to motivation to transfer ($R = .449$, $P < .005$) Based on these two results H3 was supported. In other words, job satisfaction has a positive and significant influence on the motivation to transfer of training.

FINDINGS AND DISCUSSION

This study proposed that the employees' factors (self-efficacy, motivation to learn and job satisfaction) are going to be positively related to motivation to transfer of training outcomes. The argument has been made that if trainees acquire new knowledge and skills from the training course, they are more likely to be motivated to use those acquired knowledge and skills in the workplace.

The results from the regression analysis indicates that motivation to learn was positively and significantly related to motivation to transfer of training outcomes, which is consistent with the previous studies that suggested trainees who have the motivation to learn and learn new knowledge and skills mastered in the training program they have attended are motivated to transfer these acquired knowledge and skills to their work place [19-22]. These findings provide further empirical proof to the body of literature and apply of a sample drawn from the Libyan public sector organisations provide cross-validation of the past empirical finding related mostly to western private sector organizations.

Moreover, the study additional proposed that self-efficacy is positively related to motivation to transfer. It has been supported in the analysis result and indicated that self-efficacy is positively and significantly related to motivation to transfer, which consistent with past researches that suggested when trainees have confidence in their capabilities, they are increasingly more motivated to apply recently trained knowledge and skills and, therefore, are capable transfer the competencies back to the workplace [28, 11].

Furthermore, the current study hypothesized that job satisfaction will be positively related to motivation to transfer. The outputs of the current study indicated that job satisfaction was positively and significantly related to motivation to transfer. Which consistent with past studies that have found that satisfied employees were extremely motivated and tied by to fulfilment a positive transfer of training to the work place [26,14,36] have mentioned that satisfied employees have a high intent to engage in particular behaviour that would ease the transfer of learning

The main administrative implications of the current study is including the truth that companies and

organisations should not only focus on planning , managing and providing budgets for employees training, but also have to guarantee that trainees have the motivation to learn and acquire new skills and knowledge from the training program they attended. And the organizations should concentrate on the employees' capacity and their confidence. Additionally, organizations must be aware that each act taken by the organisation and companies could impact the attitudes and behaviours of the employees inside the company or organisation. Past studies it is a significant factor that promotes the worker's intention to apply what he/she has acquired from the training course to his/her work place [55].

This study extended the discussion and the understanding on the employees factor that impact the motivation to apply the recently learned knowledge and skills on the job at the public sector organizations in non-western countries, especially Libya, developing country in North Africa. Because of the lack of studies related to motivation to transfer, the outputs of the current study could be considered as temporary until additional researches are conducted. After time studies could re-test the identified relationships in other contexts to verify the finding of the current study.

LIMITATIONS AND SUGGESTION FOR FUTURE STUDY

The main constraint of the current study applies only a quantitative research design; researcher used a questionnaire survey technique to collect data. For Future studies have to consider that gathering data from the respondents must be deeper using qualitative design. Applying triangulation method (qualitative method and quantitative method) can provide a big chance for more in-depth and a richer caption of why trainees transfer the training outputs to the job setting.

In addition, the current study was the fact that the researcher has gathered the data at one point of time, employing a cross-sectional method. So, it is needful for the future studies to re-examine these results in a longitudinal studies. According to Chiaburu, et al. [56] they argued that longitudinal method is more convenient than cross-sectional method in terms of generating causal derivations, according to pre-existing theory and experimental data Generalization of the results of the current study beyond the current organisations has examined here is limited. The researcher has gathered the data of the current study from the public sectors organisations in Libya and it have to be regarded to replicate the suggested model in another type of organisations like the private sector organisations. Former study has shown empirical evidence that the factors linked with motivation to transfer training outcomes vary significantly among the

public and private sectors [57]. By testing all these variables presented in the model of this study in various environments like these in the private sector, a more consistent view of their functions on motivation to transfer training outcomes could be acquired [58].

CONCLUSION

The current study comes with a fundamental knowledge and promotes the understanding of the motivation to transfer training outcomes issued in a North Africa countries, specifically public sector organisations in Libya. The current study also comes with experimental proof for the significance of employees factors (motivation to learn, self-efficacy and job satisfaction) to maximize the motivation to transfer training outcomes to the job setting. Specifically, this study has found those trainees who have the motivation to learn and gain modern knowledge, skills and behaviours provided at the training course they participated, are motivated to transfer these acquired aspects to their job setting after they have finished the training. This study has found also that the employees who believe in their capacity to learn and use the recently acquired skills and knowledge are more motivated to use the recently acquired knowledge and skills at the work place. Furthermore, the current study also suggested that satisfied employees were highly motivated and tied by to fulfilment a positive transfer of training at the work place. Despite, the outputs was bounded to the context of public sector organisations in Libya; it could be a signal to another organisation and help them increasing the outputs of the training development the organisations have made in their workers.

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